

Penn Cambria Curriculum

Course Name	Middle School Concert Band
Length of Course	36 Weeks (1 period per day)
Grade Level	6, 7, 8
Prerequisites	5 th Grade Instrumental Lesson Benchmark
Course Description	The middle school concert band is a performing ensemble that performs at the fall and spring concert. Performance literature varies by style and design.
Units of Study	Rhythm and Meter Theory Articulation Expression Appreciation
Materials	Musical Instrument and Accessories Text: Essential Elements 2000 Method 1 – Hal Leonard (Level 1) Essential Elements 2000 Method 2 – Hal Leonard (Level 2) Essential Elements Technique – Hal Leonard (Level 3) Concert Literature Part 1 (Level 3) Concert Literature Part 2 (Level 2) Concert Literature Part 3 (Level 1) Supplemental Materials: 150 Original Exercises in Unison for Band – Yaus and Miller Great Warm Ups for Young Band – Pearson First and Developing Band Clinic – Smith Recordings

Unit: Rhythm and Meter

Estimated Time: 18 Weeks

Standard Alignment:

- 9.1.8. A - Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8. B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8. D – Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
- 9.1.8. G – Explain the function and benefits of rehearsal and practice sessions.
- 9.2.8. C – Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- 9.3.8. A – Know and use the critical process of examination of works in the arts and humanities.
- 9.3.8. B – Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).

Curricular Objectives: Student will be able to:

Level 1

- Perform the following rhythms and rest in all variations



- Perform and count the above rhythms in the meters of 4/4, 3/4, 2/4, and 2/2

Level 2

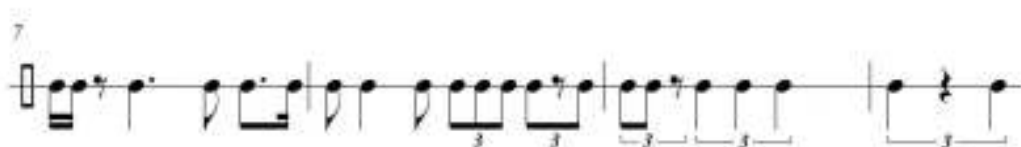
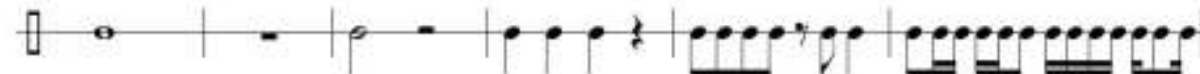
- Perform the following rhythms and rest in all variations



- Perform and count the above rhythms in the meters of 4/4, 3/4, 2/4, 2/2, 6/8

Level 3

- Perform the following rhythms in all variations



- Perform and count the above rhythms in the meters of 5/4, 4/4, 3/4, 2/4, 2/2, 3/8, 6/8, 12/8

Assessments/ Measurement of Objectives:

- Sight reading
- Realization of concert literature
- Performance of lesson assignments

Suggested Methods of Instruction / Learning Activities:

- Students will play rhythms in all variations and meters using the American Counting system as a basis for understanding the subdivision of meter.
- Students will echo patterns performed by the instruction and associate rhythmic notation with the appropriate patterns.
- Students will play familiar simple melodies by memory and associate performed rhythmic patterns with notation.
- Students will create and transcribe original melodies.
- Sight reading
- Level 1 – Comprehension Music Learning Sequence

Unit: Theory

Estimated Time: 27 Weeks

Standard Alignment:

- 9.1.8. A – Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8. B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8. C – Identify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8. D – Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.
- 9.1.8. G – Explain the function and benefits of rehearsal and practice sessions.
- 9.1.8. I – Know where arts events, performances and exhibitions occur and how to gain admission.
- 9.2.8. C – Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- 9.2.8. F – Know and apply appropriate vocabulary used between social studies and the arts and humanities.

Curricular Objectives:

Students will be able to

1. Perform Scales in the keys of F, Bb, Eb, and Ab Concert with the correct accidentals.
 - a. Level 1
 - i. Range: Tones 1 to 6 in first octave, tones 7 and 8 in lower register
 - b. Level 2
 - i. Range: Complete octave ascending and descending
 - c. Level 3
 - i. Range: First and second octave sequentially ascending and descending
2. **Identify the key signature of F, Bb, Eb, and Ab Concert**
3. **Perform chromatic notes outside of the above key signatures**
 - a. Level 1
 - i. Lowered 3 and 7 in first octave
 - ii. Raised 4 and 6 in first octave
 - b. Level 2
 - i. Lowered 3 and 7 in first and second octave
 - ii. Raised 4 and 6 in first and second octave
 - iii. Chromatic Scale first Octave
 - c. Level 3
 - i. Chromatic Scale basic range instrument (2.5 octaves)

Assessments/ Measurement of Objectives:

- Perform concert and chromatic scales memorized.
- Realize chromatic notes outside the given key signature.
- Associate enharmonic notes with counterparts.
- Be able to use fingering charts to look up notes.
- Change keys in concert literature as indicated.

Suggested Methods of Instruction / Learning Activities:

- Unison band warm ups
- Smith band clinic
- Melodic Discovery
 - Students will “figure out” a simple folk melody (aura lee, row your boat, three blind mice) on their instrument and transpose the melody into another key.
- Performance of Concert literature.

Unit: Articulation

Estimated Time: 36 Weeks

Standard Alignment:

9.1.8. A - Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8. B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8. C – Identify and use comprehensive vocabulary within each of the arts forms.

9.1.8. D – Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.

Curricular Objectives:

Students will be able to

1. Level 1
 - a. Perform at a basic level and orally explain Slur, Staccato, Accent, Legato
2. Level 2
 - a. Perform slur, staccato, accent and legato notes with in their range
3. Level 3
 - a. Perform slur, staccato, rinforzando and marcato accent

Assessments/ Measurement of Objectives:

- Perform assigned lesson passages and concert literature and realize articulation as indicated
- Perform warm up passages and match tone length and dynamic level with the band

Suggested Methods of Instruction / Learning Activities:

- Unison band warm ups
- Smith band clinic
- Echo Patterns
- Listening
- Performance of Concert literature.

Unit: Expression

Estimated Time: On going

Standard Alignment:

- 9.1.8. A - Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.8. B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.8. G - Explain the function and benefits of rehearsal and practice sessions.
- 9.3.8. C – Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).

Curricular Objectives:

Students will be able to

1. Level 1
 - a. Manipulate the instruments sound in an attempt to realize dynamic contrast
 - b. Identify the melody in a recorded or performed passage
2. Level 2
 - a. Manipulate the instruments sound and make a distinct difference between dynamic markings
 - b. Identify melody and counter melody in a recorded or performed passage
3. Level 3
 - a. Show a clear distinction between dynamic levels
 - b. Identify melody, counter melody, and harmony in a recorded or performed passage
 - c. Begin to identify tone color in a particular passage
 - d. Begin to blend concert literature with regards to melody and harmony

Assessments/ Measurement of Objectives:

- Perform assigned lesson passages and concert literature and realize dynamic contracts as indicated.
- Identify which instrument groups have the melody/harmony in a given passage and adjust dynamic intensity as necessary.

Suggested Methods of Instruction / Learning Activities:

- Smith band clinic
- Listening examples
- Performance of concert literature

Unit: Appreciation

Estimated Time: 5 weeks

Standard Alignment:

- 9.2.8. A – Explain the historical, cultural and social context of an individual work in the arts.
9.2.8. C – Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
9.2.8. G – Relate works in the arts to geographic regions (Africa, Asia, Australia, Central America, Europe, North America, South America).
9.3.8. A – Know and use the critical process of examination of works in the arts and humanities.
9.3.8. B – Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).
9.3.8. C – Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).
9.3.8. D – Evaluate works in the arts and humanities using a complex vocabulary of critical response.

Curricular Objectives:

Students will be able to

1. Identify major works from the following musical periods (using three year cycle)
 - a. Baroque
 - b. Classical / Romantic
 - c. 20th Century / Modern
2. Identify at least one composer from the following musical periods
 - a. Baroque
 - b. Classical
 - c. Romantic
 - d. 20th Century
 - e. Modern
3. Identify the basic musical style of a recorded work

Assessments/ Measurement of Objectives:

- Class discussion
- Listening test
- The student's ability to associate specific elements contained within a recorded musical work with elements contained in the concert literature.

Suggested Methods of Instruction / Learning Activities:

1. Listening
 - a. Students will listen to a variety of musical styles and ensembles and discuss the elements that make each unique.
 - b. Students will identify unique elements contained in the musical works and associate the unique elements with musical period and style.